

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

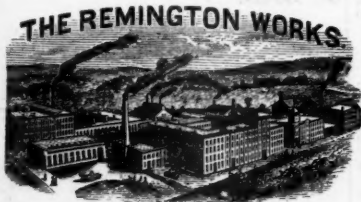
VOL. VII.—No. 4.

ST. LOUIS, APRIL, 1874.

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VOL. VII—No. 4.

ST. LOUIS, APRIL, 1874.

CIRCULATION 12,000.



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The class most in need of school training seldom attend school at all, to-wit, those whose parents, through ignorance, poverty or crime, give them little or no home education.

Take the three great States of Pennsylvania, Ohio and Illinois, and we find that, of the persons who can not read and write, one in ten is a pauper, while of the persons who can read and write only one in three hundred is a pauper.

Get the school directors to subscribe for the JOURNAL, so they may keep posted as to their duties, and see what is being done for schools in this and other States. Terms \$1 50 per year in advance.

## THE NATIONAL COMMISSIONER OF EDUCATION.

BY WM. T. HARRIS.

FROM year to year, since the establishment of the Bureau of Education, we have had occasion to congratulate ourselves on the increasing breadth of view manifest among teachers and school officers scattered over the country.

Especially since General Eaton assumed the head of the Bureau has the general diffusion of educational information become noticeable. The function of such a bureau has been very happily seized by the Commissioner, and it is possible to look into his report and see therein reflected, as in miniature, the manifold endeavors and varied products of the educational forces of the whole country. In 1870 the most striking feature of the Report was a detailed presentation of the results obtained from a circular of inquiry addressed to employers of persons as laborers, to workmen themselves, and to men of distinguished opportunity of observation. The questions related to the effect of education upon the character of labor. The general tenor of the answers went to establish the position (1), that "skill, aptitude and amount of work executed by persons" varied much, owing to education, independent of their natural abilities; 2d, that those who could read and write were able to produce, or could average, from 10 to 50 per cent. more than those who were not able to read and write; 3d, that higher education, such as is given in the ordinary high school, increases his productiveness from 50 to 200 per cent.; 4th, that such education increases the "capacity of the working-man to meet the exigencies of his labors by new methods and improvements in implements or machinery.

The effect of any general survey is to give substantiality to theories and confidence in systems founded on them. Imagine the effect of such data as these disseminated through the country and placed at the disposal of the friends of education! In the Report of 1871, special prominence was given to the presentation of statistics

regarding the relation of education to crime and insanity, the general fact being that out of 100 criminals two are highly educated, about 50 have the rudiments, reading, writing and some arithmetic, while thirty to forty are wholly illiterate.

In the report for 1870, special attention had been called to the statistics of illiteracy as developed by the United States census for the years 1840—1850—1860. A system of "bird's-eye views" was given, showing the changes during the twenty years.

In the report for 1871, the first tabulated returns from the census of 1870 were given, and the startling announcement made that the illiterates of ten years of age and upwards in the United States numbered over five and a half millions, and of these more than three and a half millions were twenty years of age and over! This exhibit was copied into the public press and published again and again, until the humiliating fact had burned into the sensitive mind of the people. From supposing that we occupied a front rank among nations in the scale of the general diffusion of education, we have suddenly become conscious that we are fast falling to the rear. Our composure is disturbed, and the earnest workers are casting about for some gigantic means to stay the descent to barbarism. The last report of General Eaton, that for 1872, was prepared especially with a view to the World Exposition at Vienna. It is in many respects the most complete exhibit of our national system of education that has ever been compiled. From it we learn that the total school population of the thirty-four States is 12,740,751, while the enrollment is 7,327,415. The number of Normal schools is 101, with 11,778 students—not a large number to supply the annual demand for 128,000 new teachers! We need in Missouri alone at least twenty Normal schools, each graduating 100 pupils annually, to provide trained teachers for the full demand! This, it would seem, is a larger number of graduates than go forth from all the Normal schools in the United States.

We have in the country 217 collegiate institutions, having in attendance

19,260 students, one in twelve being a female. At the last commencement, 1,963 persons received the degree of A. B.

It is, however, quite significant that the amount of private benefactions for educational purposes was, in 1871, over eight millions, while in 1872 it was nearly ten millions. If this rate of beneficence continues to the close of the present century, our higher institutions will be better endowed than any have hitherto been in the world. Here, perhaps, it is well to mention that we need a species of endowment called "fellowships," in the English universities, in order to furnish the means for long continued study to students who show special aptitude in any direction.

General Eaton publishes some excellent data with reference to health in our schools in the last report. He mentions many items wherein the sanitary condition of our schools can be improved, and urges public measures for the protection of health.

We look forward to the coming report for 1873 with great interest, anticipating many new features suggested by the results of the Vienna Exposition and General Eaton's visit there.

## TALK IT OVER.

The "estimates" for school purposes for 1874-5 will have to be put in very soon.

In order to secure good teachers, arrangements must be made to pay them liberally and promptly. This can be done if school officers make arrangements in time. The poorest investment you can make is to hire a cheap teacher. They waste their own time and that of the children, and in many cases do positive harm. They are not wanted, because they are unprofitable.

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## SCHOOL MANAGEMENT.

BY J. BALDWIN.

## No. III.—School Programme.

**S**YSTEM is power. The marvelous achievements of Methodism result largely from method. The successful men of all ages have been systematic workers. Skillful generals have ever planned well their campaigns. Individuals and nations have achieved results by adhering to well digested plans.

The teacher has a greater work to do than any general, and should with greater care and skill plan his campaigns. In the teacher's plan, the school programme, mapping out the work to be done and the time for doing it, is of first importance.

## DIFFICULTIES.

These are numerous and perplexing. The best talent of the world is engaged in their solution.

I. *To determine the work to be done.*

1. What studies are best for educational purposes?
2. What studies will best prepare for practical life?
3. To what extent can these characteristics be combined?

II. *To adapt the work.*

1. What studies are best for pupils of the various grades?

2. What phases of the subjects are adapted to various grades?

III. *To keep the several studies abreast.*

1. How to prevent pupils from giving undue attention to certain branches.

2. How to manage pupils who have a great dislike for certain branches.

IV. *To rightly proportion the time.*

1. How much time should be designated for study? How much for recreation and rest?

2. What length of recitation is best for pupils of various ages?

3. How long should pupils be confined in the school-room?

V. *To provide for home study.*

1. What class of pupils should be required to study at home?

2. How much home study should be required?

## KINDS OF PROGRAMME.

1. Programme for an ungraded school.

2. Programme for a graded school.

3. Programme for a high school or college.

A programme for an ungraded school is by far the most difficult to construct, and will first be considered. The discussion of the second and third kinds must be deferred.

In this, as in all other educational processes, great principles must guide the teacher. It will not do to trust to lucky accident, or the impulse of the moment.

## PRINCIPLES.

1. The programme must be adapted to the school and the circumstances.

2. Specific employment must be provided for each pupil during each moment of the school day.

3. The physical and mental well-being of the pupils demands two rests during each half day. The school day will thus be divided into six sessions of about one hour each.

4. All pupils should recite during each of the six daily sessions.

5. Adequate time for each recitation should be secured. In ungraded schools ten minutes is the minimum and thirty minutes the maximum.

6. The programme should be so arranged that pupils may study lessons immediately before and immediately after reciting. To this there are exceptions. Older pupils are expected to prepare two lessons at home.

7. Recitations in different branches should succeed each other. The object is to give variety. Both teachers and pupils feel the relief.

8. All the teaching should be embraced within the six school hours. The strongest man can not do efficient work for a longer period. To confine pupils longer is barbarous.

9. Combined recitations should be provided for to gain time. With abundant blackboard, the live teacher may render such recitations highly efficient. This is simply an expedient to gain time—a matter of primary importance. It should be resorted to only in cases of necessity.

leaving a large residue of carbonic acid gas, a deadly poison to all animal life.

The evil of poorly ventilated rooms, whether of dwelling houses or school-rooms, is one that cries to Heaven for a remedy. But the children at school suffer more than almost any other one class.

Is it surprising that many of them return from school tired, exhausted, with terrible head-aches in many cases? If we look for the main cause of this, where shall we find it? Is it the hard study? Not often. Is it the number of hours spent at the desk? No. But the trouble lies in the fact that the lungs are not properly supplied with their proper food, the pure air that a beneficent Creator has furnished for His creatures on the surface of the earth to the depth of more than fifty miles!

This vitalizing element, so common, so necessary, so free, is, as it were, studiously shut away from mankind by these air-tight boxes or apartments called houses, or school-rooms! Nor is there in most cases, any arrangement for admitting this life-sustaining element! Men, women and children are boxed up a great part of their lives, like herrings, so that, although they thus secure shelter and warmth by artificial means, they are by the same means deprived of that which is quite as needful, and which, in fact, gives natural warmth to the body, viz: oxygen.

How many of the modern diseases are traceable to this latter-day evil, we can not say, probably a large number.

In old times it was not so bad; the houses were not so tight, and chiefly to be noticed is the use then in vogue of open fires.

And this leads to one of the remedies for the evil before us. Could we resort again to the old "fire place," or the Franklin stove, instead of our air-tight heaters, there would be a partial remedy, although at a great waste of fuel.

Without prolonging the present article—for the subject will be taken up again—it may be said that a ventilating stove is a desideratum "devoutly to be desired." Opening the window is better than nothing, but needs regular attention.

There should be a reliable system, since the evil of poor air is so common. We have seen a cut of a stove which promises to meet a want long felt, which, while there may be others as good, we will venture to mention.

It is invented by Mr. B. K. Hawley. We may describe it at some other time.\* Meanwhile, let not an air-tight stove stand in the way of a good supply of fresh air, fellow-teacher, in your school-room.

The boys had better throw stones through the windows, rather than you should still be under the pane-ful necessity of going without such a gift as pure air.

E. N. A.

\*Full particulars of this invention can be obtained at this office.

## PROGRAMME FOR AN UNGRADED SCHOOL.

TIME TABLE.				
From	To	Time	"A" GRADE.	"B" GRADE.
8:50	9:00	10	Opening Exercises.	Opening Exercises.
9:00	9:30	30	A Grammar.	B Grammar.
9:30	9:45	15	A Geography.	B Geography.
9:45	9:55	10	A Geography.	B Geography.
9:55	10:05	10		RECESS.
10:05	10:35	30	A Geography.	B Geography.
10:35	10:50	15	A Geography.	B Geography.
10:50	11:00	10	A Arithmetic.	B Arithmetic.
11:00	11:10	10		RECESS.
11:10	11:35	25	Pen and Drawing.	Pen and Drawing.
11:35	11:40	5	Exercise and Singing.	Exercise and Singing.
11:40	12:00	20	Natural Science.	Natural Science.
12:00	1:00	60		NOON.
1:00	1:30	30	A Arithmetic.	B Arithmetic.
1:30	1:45	15	History and Reading.	History and Reading.
1:45	1:55	10	History and Reading.	History and Reading.
1:55	2:05	10		RECESS.
2:05	2:35	30	History and Reading.	History and Reading.
2:35	2:50	15	History and Reading.	History and Reading.
2:50	3:00	10	Vocal Music.	Vocal Music.
3:00	3:10	10		RECESS.
3:10	3:20	10	Spell and Define.	Spell and Define.
3:20	3:35	15	Spell and Define.	Spell and Define.
3:35	3:50	15	Spell and Define.	Spell and Define.
3:50	4:00	10	Vocal Culture.	Vocal Culture.
4:00	4:10	10	Closing Exercises.	Closing Exercises.

EXPLANATIONS.—Recesses are indicated by small capitals; recitations are printed in italics; lessons to be studied are printed in Roman. Opening exercises include singing, reading Bible, prayer, roll-call; closing exercises include general business, roll-call, singing and dismissing.

## ADVANTAGES.

1. Pupils are trained to study systematically.

2. The habit is formed of doing the right thing at the right time.

3. Pupils learn to suppress whims and work to a plan. The will is cultivated. Tenacity of purpose is developed.

4. The efforts of teacher and pupils are well directed and well timed. No time is wasted.

5. The school need not be disorganized by a change of teachers; the new teacher will be enabled to begin where his predecessor ended. Incalculable benefit must result.

6. By requiring a programme and report to be forwarded each month, the county superintendent can know the condition of each school. He may well consider a teacher disqualified who can not make and carry out a

programme. The superintendent can bestow his labors where most needed.

## DO YOU WORK TO A PROGRAMME?

Fellow-educator, are all the movements of your school regulated by a well digested programme? If so, permit me to congratulate you. Happy teacher! Happy pupils! If not, let me urge you to carefully consider the matter. You may consider the above principles crude and the programme impracticable. It don't matter. You are expected to create. An ideal programme for an ideal ungraded school is not intended for imitation. Will you earnestly strive to construct a better programme in accordance with sounder principles? Will you urge your fellow-educators to do likewise? No other measure is calculated to effect so much good in ungraded schools. You have it in your power to bless untold millions.

State Normal, March 20, 1874.

## VENTILATION OF SCHOOL-HOUSES.

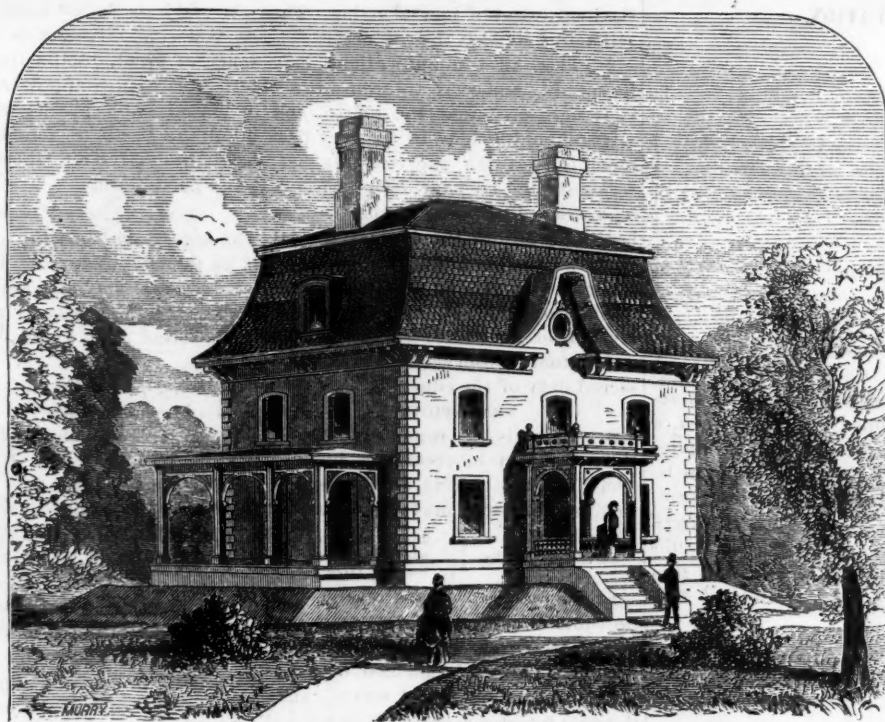
Editor American Journal of Education:

**N**O more practically important subject could well be brought up and kept before the minds of educators than that of the proper ventilation of school-houses.

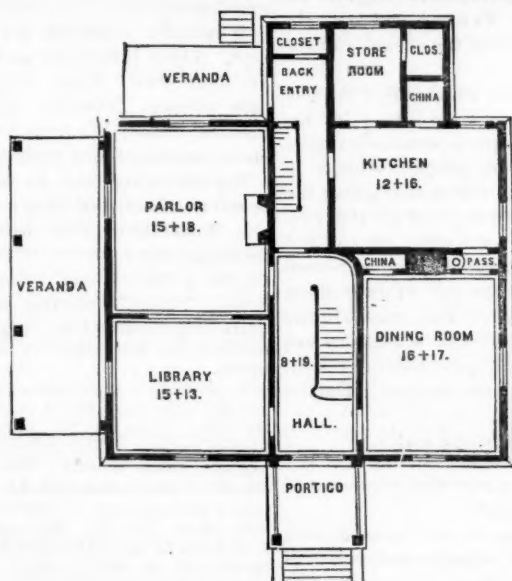
We have often visited school-rooms that showed by unmistakable signs the want of pure, fresh air.

There was a most offensive stench, making a short visit of five minutes almost unendurable to one who had just come in from out of doors. There would be a deposit of vapor on the window panes, arising from the aggregated expirations of the assembled pupils, causing a most poisonous condition of the atmosphere. The oxygen would of course be exhausted,





DESIGN FOR A CHEAP COUNTRY RESIDENCE.



GROUND PLAN.

We present our readers with the design and plan of a cheap country residence. It is a plain, economical house, 32 by 40, with the addition of a two-story projection as shown on the plan.

The plan shows a portico about eight feet square, opening into a hall eight by nineteen, in which are the main stairs to the second story. On the left is the library, occupying the front of the house, and behind it, connected by folding doors, is the parlor. Opening from these rooms by long windows is a veranda nine feet in width, extending along the whole of the south side. There is another narrower veranda at the rear, sheltering the back entrance to the house.

On the right of the front hall is the dining room, and back of it, separated by a narrow passage, is the kitchen, measuring 12 by 16 feet. The back entry and private stairs are close by, and also a store-room and three large closets.

The second story contains four pleasant chambers of good size, each one of which

has a closet attached. The bathroom is of good size, and there are two large closets besides those attached to the chambers. The attic or roof story, if finished, will make four chambers over those in the second story, and of the same dimensions, with the exceptions of a space against the outside wall, furred out one foot to give better height in the rooms, and to support the framework of the roof. Above the rooms in this attic story is a space about six feet in height in the centre, running down to about three at the sides, which serves both as a trunk-room and as a ventilating chamber for the whole house.

The laundry is under the kitchen, and the balance of the space is used as an open cellar for fruits, vegetables, etc.

There is an outside cellar-door under the end of the back entry.

The cellar is eight feet high; the principal story ten and a half feet; the second story nine and a half feet, and the attic story nine feet.

## Normal Schools—Professional Course.

BY EDWARD BROOKS.

A NORMAL SCHOOL, in its high mission of training teachers, should adapt its work to the object contemplated. A teacher's qualifications are twofold; a knowledge of that which is to be taught, and of the method of teaching it. In other words, he must be both a *scholar* and a *teacher*. For his scholastic training, the Normal School must provide thorough instruction in what is called its scholastic or academic course; for his training as a teacher, it must provide a course which is strictly professional in its character. A Normal School must provide two courses of study, a *scholastic* and a *professional* course.

The character of the professional course is determined by the demands of the teacher's profession. In order, therefore, to decide upon the character of this course we must understand the peculiar nature of the teacher's work. Teaching is imparting knowledge; it is a *doing* something, and is therefore an *art*. But this *doing* is not lawless and by chance; it is controlled by definite rules or principles. There are *laws* of imparting instruction which indicate the pathway of duty and guide us in the work. These laws grow out of the nature of the *being* to be instructed, the nature of the *matter* to be taught, and the *relations* of these two elements. They are general principles, which admit of distinct and philosophic statement, and thus constitute the science of the subject. Teaching is, therefore, a *science* and an *art*.

The professional course should therefore include both the *science* and the *art* of teaching. It should be divided into two great branches, and distinctly named the *Science of Teaching* and the *Art of Teaching*. As a

science, it should investigate the nature of the being to be educated, the nature of the material used in educating, and the principles and methods of imparting instruction. These principles should be distinctly stated, and thoroughly discussed and illustrated until they become wrought in the very constitution of the teacher. They should be so planted and nurtured in the mind that they may become intertwined in the professional nature of the teacher, running as it were like a gold thread through his professional thoughts and feelings. The pupil-teacher should be drilled upon these educational principles like the student-lawyer in the principles of Kent or Blackstone, until they have moulded his professional thought and language.

But a knowledge of theory, valuable as it is, is not sufficient. Teaching is *doing* as well as *knowing*. We must not only understand *how to do*, but we must be *able to do it*. Hence the *Science of Teaching* must be supplemented by the *Art of Teaching*. Having learned the principles of his profession, the student-teacher should have ample opportunity to learn to apply them. That which exists in his mind as a subjective thought should have opportunity to work out into an objective act. There should be presented to his *observation* the teaching of skillful instructors as an exemplification of these principles. The teacher's work is artistic, and the work of an artist is necessary to train an artist. There should also be an opportunity for him to put the theory in *practice* under experienced and skillful supervision, in which he should endeavor both to apply the principles of the art and follow the artistic models observed. The *Art of Teaching* is thus seen to embrace two things; the *observation* of teaching and the *practice* of teaching, or, in other words, the art embraces the two elements—*imitation* and *practice*.

It is thus seen that in a properly constituted Normal School there must be two general courses of study—a *scholastic* and a *professional* course; that the professional course must combine both, the science and the art of teaching; that the course in the Science of Teaching must embrace a thorough consideration of the theoretical principles of instruction, and that the Art of Teaching must be taught by imitation and practice. These views may be condensed into the Normal School motto. Theory, Imitation, Practice.—*Normal Monthly*.

WE stop sending all papers when the time for which they have been paid for expires.

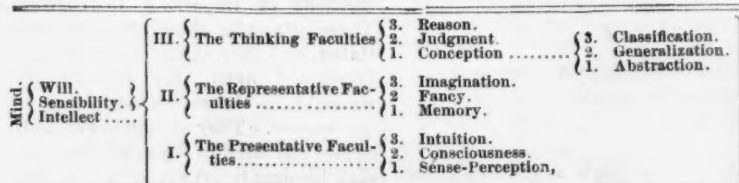
Our terms are \$1 50 per year strictly in advance.

We are always glad to correct errors if they occur, as they will sometimes, in such a large list as we have, and we desire our subscribers to notify us if the JOURNAL is not received regularly and promptly.

## THE PHILOSOPHY OF HUMAN EDUCATION.

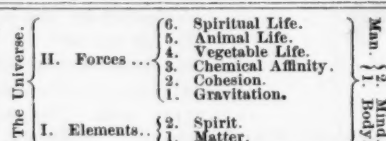
BY J. BALDWIN.

## No. IV.—Sense-Perception.



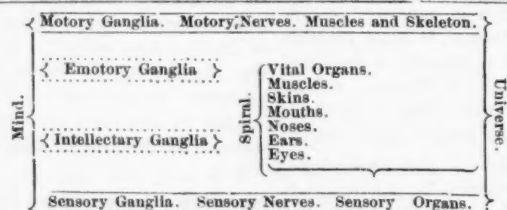
The Intellect is the capacity of the mind to know. All human knowing has its beginning in Sense-Perception, and its climax in Reason. The plan of the diagram will be apparent without explanation. Capacity for the nine distinct kinds of mental activity enumerated, meets all the wants of a merely intellectual being. When these powers are developed and disciplined, a man is said to be *intellectually* educated. But a complete education implies the development of the entire man. Man's exalted position is aimed to be presented in the following diagram. It will be noticed that a higher force, though including all below it, is *added*, not *developed*. The lower forces could never have developed vegetable life. This is a *new* force, and could only come by addition. The same is true of animal and of spiritual life. Darwin, and the entire development school, seem to have overlooked this cardinal principle.

## MAN A MICROCOSM.



In man are combined all the elements and all the forces of the universe. For this reason he is called a microcosm—a universe in miniature. The body is material, and subject to all the forces and laws of the material universe. The mind is pure spirit, capacitated to know, to feel, and to will, and subject to all the laws of the spiritual universe. The mind is *embodied* in a material organism; hence, it is called the *soul*, the inner man. The body is the instrument of the mind, its medium of communication, and the means of perpetuating and sustaining the race. Though but a *temporary* expedient, the body is the superlative of material excellency. The perfection of material refinement and of physical mechanism is reached in

## THE SENSORIUM.



We may call the sensorium a splendid case of instruments, or an inimitable chest of tools, or a musical instrument of vast compass and power. These and all other illustrations are inadequate, and merely represent some of the qualities of this wonderful organism. There is nothing like it. Perhaps it may best be represented as

## A TELEGRAPHIC SYSTEM.

The sensorium, embracing the brain, the nerves and the organs of sense, is a marvelous telegraphic system. The outer or gray matter of the brain is a thin layer covering about 300 square inches. This is composed of tiers of nerve-cells, or ganglia, separated by layers of white substance. The center of the spinal cord and nerve centers throughout the body are of the same nature. It is estimated that the human system contains over 1,000,000,000 of these corpuscles. These are the telegraph offices. The white substance of the brain

is composed of nerve fibers, and is similar to the nerves throughout the system. These nerve fibers are estimated at over 4,000,000,000. These are the telegraph wires, connecting the various offices or ganglia.

The direct lines are marvelously simple, and may be represented thus:

Mind (s. g. & s. n. & s. o.) Universe.

By means of two offices and a single wire intelligence is transmitted from the outer to the inner world.

From the inner to the outer world the communication is equally direct:

Mind (m. g. & m. n. & muscles.) Universe.

The obedient muscles move. Only by motion can the mind communicate. The millions of ganglia and billions of nerve fibers serve for the infinite play of the electricity of thought, feeling and purpose.

Reader, ponder well two things:

1. *The mind is the sole operator.* The sensorium, though the masterpiece of the natural universe, is but

the instrument of mental action. The self-acting mind is the *sole* actor.

2. That all communications may be speedily and correctly transmitted, it is necessary that the offices and wires should be kept in the very best possible condition, and that the batteries should be kept fully charged. The strict observance of the laws of health conditions the highest mental power. Air, food, clothing, exercise and rest enter largely into the educational problem. To understand the laws of health, and to train the young to habitually observe these laws is the sacred duty of the educator.

## SENSATION.

Sensation is the organic action of the sensorium in receiving impressions from the objects and transmitting these impressions to the mind.

Sensory Apparatus { 3. Sensory Ganglia.  
2. Sensory Nerves.  
1. Sensory Organs.

1. The sensory organs receive impressions from external objects. Each organ receive an impression distinct in kind. The eye is affected by light waves, the ear by sound waves, and the nose by odor waves. These waves pass from luminous, vibratory and odoriferous substances through the air to the organs. In touch and taste the waves result from the organs and the object.

2. The waves which affect the sensory organs are transmitted by the sensory nerves to the sensory ganglia.

3. The sensory ganglia vibrate in unison with the waves that affect the senses. Light waves affect the eye, pulsate through the optic nerve, and vibrate in the sensory ganglia. Sound waves impress the ear, vibrate along the auditory nerve, and pulsate in the sensory ganglia. The sensations are complete. Vision and hearing result. Sensation is wholly physical. But the Sensorium is

## THE BORDER LAND.

Through it we reach the limits of the material. The next step takes us into the realm of mind.

The transition is an impenetrable mystery. Like all other ultimate processes, this problem is reserved for solution by the immortals.

We know phenomena. We reason that that which produces material phenomena is matter; and that that which produces spiritual phenomena is mind. We know that a vitalized material sensorium is the medium of communication between matter and mind; is the organism through which mind acts. We do not doubt that the contact is in the ganglia. By means of sensory waves the mind perceives. By mental action the motory ganglia are caused to pulsate, and the muscles respond in physical action.

But how mind comes in contact with matter, how one affects the other, is hidden from mortal ken. In the bright hereafter, Aristotle, Hamilton, Kant, Bain, Porter and Harris will doubtless be enabled to penetrate this awful mystery.

## SENSE-PERCEPTION.

Sense-perception is the capacity of the mind to gain through the sensorium a knowledge of material objects. It may be emphasized, that—

1. *Objects do not cause sense-perception.* Spontaneity is of the essence of mind. Self-activity characterizes each mental power. In view of material objects we perceive. The mind, by its own inherent power, originates activity. Objects occasion sense-perception.

2. *It is the mind that perceives.* The sensorium is matter, and subject to all the laws of matter. It is wholly passive—is simply an instrument. It is the mind that sees and hears, as it is the mind that knows, feels and chooses.

3. *Sense-perception is not a function of organized matter.* The grossest materialism is shocked by a proposition so monstrous. If sense-perception is a function of the brain, then thought, feeling and will are functions of the brain. Mind as a spirit entity is a myth, and immortality is a dream.

## BRAIN AND MIND.

Truth has nothing to fear from investigation. We should welcome the researches of Spencer and Darwin and Huxley and the rest—a host of mighty spirits! While they may do much harm, their labors will result in great good.

What they establish we must accept. Their inferences and opinions are their own. These do not enter into science. Theories mislead the greatest minds. We must accept their facts, but may reject their theories.

The following may be safely conceded as established facts:

1. Everything else being equal, *mental power is in direct proportion to the quantity and quality of the brain.* Powerful electric currents require large conductors. A great mind needs as its instrument a large, fine brain.

2. *Different portions of the brain are the organs of different mental activities.* Thus far the phrenological idea is correct. The mind is in the highest sense a unit. We are conscious of its presence in all its powers in each activity. It is not divided into parts. But for wise reasons in each kind of mental action a different portion of the brain is used. For this reason a pupil wearied with arithmetic turns with fresh interest to geography. Mind never wears. It is only the brain that becomes tired.

3. *The size and quality of the brain are increased by judicious mental activity.* Mind is developed by its own spontaneous and voluntary actions. The development of the material organism through which it acts is simply a result. Brain development is a consequence of mental action.

## CULTURE OF SENSE-PERCEPTION.

Few subjects more interest the teacher than the culture of sense-perception. The revolution in modern education is largely owing to better methods of developing this faculty.

For want of space its consideration must be deferred. No subject can be elaborated in an educational journal. The busy teacher demands short and varied articles. Truth must be flashed upon the mind.

It is earnestly hoped that these brief and popular articles may tend to interest many in a more profound study of the body and the mind. Without such study on the part of educators, the elevation of the teachers' profession is impossible.

State Normal School, Kirksville, Mo., March 20, 1874.

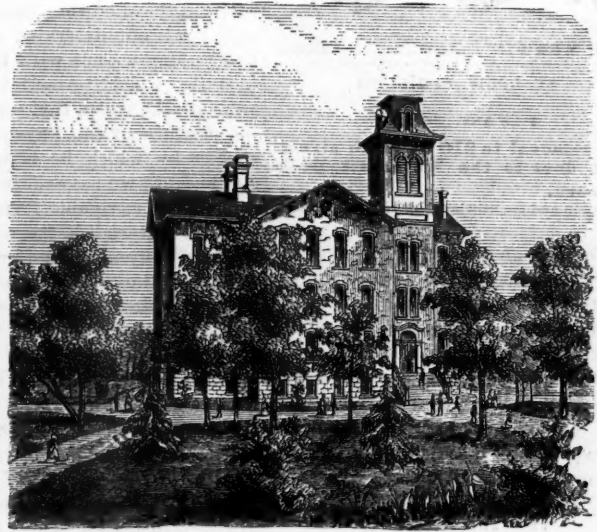




C.B. CLARKE, Architect &amp; Spt.

Office 4th &amp; Chestnut st., in Court House, St. Louis, Mo.

## CHURCH AT MCKINNEY, TEXAS.



NEBRASKA STATE NORMAL SCHOOL, PERU, NEBRASKA.

We take pleasure in presenting a cut of this beautiful but inexpensive church edifice recently erected at McKinney, Texas.

This State is giving the best evidence of its determination to keep up with the demands of the age. Its schools, churches and railroads attract an intelligent, orderly, productive class of citizens to its magnificent domain. Its climate, and immense resources, are all that those seeking new homes in the south can desire.

We want every teacher and school officer to take a copy of the AMERICAN JOURNAL OF EDUCATION, so as to know what is being done and what needs to be done to maintain and perfect the best system of schools in the country.

Intelligent men and women are always and everywhere able to produce more than they consume, but ignorant people consume more than they produce—so that the money invested to sustain good schools and build good churches, is always and everywhere a paying investment.

We want teachers and school officers to keep these facts constantly before the people.

Send in your subscriptions and circulate this journal.

## THE WASHINGTON MEETING.

The meeting of School Superintendents held in Washington, D. C., lately, did some important work in appointing a committee to report in Detroit next summer at the general meeting of the National Association, on the subject of statistical forms, with a view to such uniformity among the States as will make the statistical statements mean the same thing everywhere, and thus render it practicable for educators to understand each other, and for the department at Washington to furnish accurate and consistent tables.

The resolutions passed seem to embody the sentiments of those present, and read as follows:

First—That the convention strongly approves the policy hitherto pursued by the Federal Government of leaving the people and local government of each State to manage their own educational affairs without interference, believing that the principle on which this policy is based is as sound educationally as it is politically.

Second—That this convention acknowledges the great service done to the cause of education by Congress in establishing and maintaining a Department of Education similar in principle to that of Agriculture and Statistics, whereby appropriate information from all parts of the world may be gathered, digested, and distributed, and whereby a number of important ends may be subserved in connection with the practical work of education. It would also acknowledge specially the valuable service already done by the Bureau of Education, and would venture to express the hope that its means of usefulness may be increased.

Third—That this convention most heartily endorses the proposition, already under consideration by Congress, to set apart the public lands of the United States exclusively for the purposes of free education in the States and Territories, and it also approves the proviso that at least for the present, the basis of the division shall be the illiteracy existing in the several States in the population from ten years old and upward, but would deprecate the attachment to such grant of any condition which would embarrass its use in any State, excepting the sole condition needed to insure its application to the objects for which it is given.

Fourth—That this convention favors such united action on the part of the special friends of primary and of agricultural and other industrial education respectively, as would allow the various State and Territorial Legislatures to employ twenty-five per cent. of such donated funds for the purpose of industrial education.

THE Nebraska State Normal School is located at Peru, Nemaha county, Nebraska, on the Missouri river, seventy miles north of St. Joseph, Mo., in a healthful, beautiful district of country. The school was founded in 1867, and has had a prosperous growth. The grounds comprise sixty acres, including a beautiful grove of oak trees. There are two buildings, a three story brick dormitory and

boarding hall for young ladies, and a school building, the cut of which is given above. This building is ninety feet in length, by sixty-three feet in breadth, and is three stories high above the basement. It is a substantial brick structure, resting upon a solid foundation of limestone.

The exterior walls of the basement are twenty inches thick, and consist of ranged courses of pitched faced ashlar with vertical band, sixteen inches thick, and reaching entirely through the wall, thereby making it much more substantial than if faced with ashlar, and backed up by rubble work, in the usual manner. The superstructure is of brick, trimmed with cut limestone, of very superior quality. The exterior walls are hollow, for the greater protection against cold and dampness.

The wood work of the interior is grained in imitation of oak, and varnished, and a zone of blackboard extends entirely around all school and recitation rooms.

The Principal remarks that a library of books of reference is an indispensable thing in any school of learning. A normal school without a library is like a carpenter without a hammer, a tailor without shears, a shoemaker without an awl. To "make bricks without straw" is not to be compared with training teachers without books.

Increased apparatus for illustrating the principles of natural philosophy and chemistry, is also a necessity, and should be provided.

A reading room should be fitted up and supplied with daily and weekly newspapers, educational journals and magazines. To be acquainted with the current events of the age in which we live, to discuss them, and form in-

telligent opinions on them, is a necessary part of an education.

The school should keep pace with the growth of the state and the great demands it makes upon it for trained teachers for its graded and district schools.

There are three schools, model, preparatory and normal. There is a graded course of study, and a professional course of one year. Tuition in preparatory and normal schools is free. The number of students enrolled for this year is over three hundred.

T. J. Morgan, Principal—Mental and Moral Science; School Economy. Assisted by—

James Bellangee—Mathematics.

W. E. Wilson—Natural Science, Greek.

Eliza C. Morgan, Preceptress—Rhetoric; English Literature.

M. Helen Burt—Methods; Latin.

Kate S. Dickerman—Instrumental Music; Gymnastics.

Albert Nichols—Principal Preparatory School.

Ellen E. Johnston—Principal of Model School.

Nannie Lewis—Assistant.

## THE NEW SCHOOL LAW.

Mr. G. T. Murphy, county superintendent of schools, has received the following letter in answer to one that he addressed to the State superintendent:

DEPARTMENT OF PUBLIC SCHOOLS,  
OFFICE OF SUPERINTENDENT,  
JEFFERSON CITY, March 19, 1874.  
Geo. T. Murphy, county superintendent, St. Louis, Mo.:

DEAR SIR: Your favor of the 17th inst. received this morning. The school bill which passed the senate is a substitute to the house bill, and introduced by senate committee on education. It went to the house and passed to-day with several amendments, and must, of course, go back to the senate; can not yet tell whether it will become a law or not.

The election for directors under the bill as it now stands takes place on the first Tuesday in April each year, except the present, which occurs on the third Tuesday in April. Should it become a law, notice will be given as soon as possible, with a digest of the principal features.

Very respectfully, JOHN MONTEITH,  
State Superintendent.  
By A. GRIFFIN, Chief Clerk.



J. B. MERWIN.....Editor

ST. LOUIS, APRIL, 1874.

#### PLEASE NOTICE

Our removal to 915 N. Sixth street, next door to the Methodist Book Concern.

Drop in and see us when you visit St. Louis.

We want an agent for this paper at every postoffice in the United States. Write us for our premium lists.

The regular subscription price of the AMERICAN JOURNAL OF EDUCATION is \$1 50 per year, invariably in advance. We stop all papers when the term for which they have been paid for expires. We have no club rates. See our premium lists.

#### IT WILL DO GOOD.

Teachers and school officers should keep their local papers well posted on what the schools are doing, and should communicate fully and freely also with members of the Legislature. Keep them posted on what ought to be done to make the schools more efficient—the estimates to sustain them more liberal—show them, in fact, that the money paid to sustain the public schools is a good investment.

#### Your Postoffice Address.

We have a large number of postal card inquiries on various matters of importance to our friends, but the name of their postoffice is not given, and of course we can not answer them. Will you please give us your postoffice address and your name too, plainly written? If so, we will try and answer all inquiries promptly.

#### WHAT'S IN A NAME?

WE sometimes meet with people who are in their conversation a perpetual surprise and source of amusement to us from the fact that they habitually talk in words which it never occurs to us to use. They seem, in whatever they say, to utter their thoughts in terms on a plane just a little above, though parallel to, the terms employed in ordinary conversation. They overwhelm us with Johnsonianisms. They invariably "place" instead of "put" things; they "adjust" instead of "fix" chairs; they never "stop talking," for they always "cease conversation." They never "notice," they always "remark," events, and so on. What astonishes us is the discovery that the English language is so very rich in synonyms. What amuses us is the mine of our immense stupidity in not sooner making this discovery.

We are accustomed to this style of words in the utterances of the army of newspaper reporters, who, like the armies of grasshoppers which sometimes devastate our western plains, seem determined to lay waste the language. When, however, the reportorial style appears in conversation, it strikes us as very funny, and the absurdity of the practice becomes manifest.

We have called this the reportorial style; is it not deserving of a larger title? May we not with truth prefix to it the word "American?" Is it, after all, the truth that man is only the creature of the physical circumstances by which he is surrounded, and because we have the largest lakes, the longest navigable river, and the greatest waterfall in the world, must we inevitably use the largest words to express the simplest ideas? If so, let us hope that the African explorers may soon satisfy us that that continent surpasses ours. We are never satisfied to call a school a school; we must have it a seminary, a college, or even a university, before we are content. We have *curricula* and *semesters*, instead of courses of study and terms; we have *compendiums* and *treatises*, instead of school books, and the pupils ascend the rostrum now-a-days, instead of going up on the platform.

The man who, after a year's study in some Normal school or a four years' course in a school or college, undertakes to govern a school of twenty pupils, assumes at once the title of Professor, and all the newspapers salute him as such. Amid this foolishness of assumption, which is making all titles in this country so empty that men of sense refuse to wear them, we sometimes come upon an incident which is like the essence of truth, simplicity and real modesty once more, and we draw, as it were, a deep sigh of relief. We are out of the artificial air of the forcing-house—we breathe the pure, cool atmosphere of the mountain tops where simplicity and reality dwell forevermore, and we are refreshed and strengthened.

There has lately passed from sight a man upon whom learned societies in Europe and America had lavished their honors and dignities, a man devoted to science, a man who had in this, his adopted country, done more, perhaps, than any other for the furtherance of some of its great branches, whose death a continent mourned and at whose funeral our oldest university bared its head in token of respect. But in his last will and testament he designates himself thus: "I, Louis Agassiz, a teacher."

The great professor was content with this name. The master, to whose school on the island of Penikese there came last summer teachers of life-long experience, that they might sit at his feet and be taught how to study, was quite content to be called by the name of "teacher." Should it not be honor enough to bear it? Should not the men who are but as children to him refuse to be called professors, which they are not, instead of teachers, which they are? Is not the name of teacher sufficiently ennobled by such an example to make it worthy the wearing, and proudly wearing, of the many who seem to scorn it as too simple?

#### NO TIME TO BE LOST.

OUR teachers and school officers should lose no time in comparing notes to see if the requirements of the school laws in the several States have all been complied with.

There should be a full understanding between the teacher and the patrons of the school—even in the smallest districts—as to what should be done to make the term of school a success.

Is the school house in order? Do the parents and directors understand what is needed? Have you good blackboards, globes, maps, charts, good desks? Have the directors money to pay you every month? Is there fuel provided?

A competent, judicious teacher can easily secure all these things, and so insure success, if he will take time to show directors what is needed, and mutual help and good will are sure to result.

Do they all understand that there must be mutual co-operation and unity of aim, and thought and work? No teacher should risk his reputation by undertaking to teach a school unless these essential and necessary requisites are provided.

You have no right to waste your own time and that of your pupils in a fruitless effort to teach, unless all these things have been talked over and agreed upon.

No time should be lost.

Teachers should know how to "handle" and unite all the elements of the neighborhood in which they are at work.

This is the key to success in the cities, and it can and should be made the key to success in the country.

#### A STEP FORWARD.

TEXAS takes no step backward in regard to the question of public schools.

The AMERICAN JOURNAL OF EDUCATION, speaking in behalf of the people, the children and the system, could ask for nothing more specific and strong than the utterance of His Excellency Gov. Coke. He says in his address to the Legislature:

I commend to your especial consideration our system of public free schools, and the necessity of bringing it to such perfection that the children of the State may realize the benefits contemplated therefrom by the fathers of Texas.

The present law upon this subject, passed by your immediate predecessors, has not been on trial sufficiently long to justify a conclusion as to its sufficiency in meeting the requirements of the times. While an examination of its provisions may disclose some defects requiring action at your hands, it occurs to me that in the main it was a salutary enactment, and that its efficient execution will demonstrate the wisdom of its framers. It certainly brings the machinery of the system home to the people themselves and places the officers thereof directly under their supervision and accountable to them.

I have full confidence that this admirable feature can be preserved, along with proper efficiency, and we should bend our efforts to this consummation. We must have common schools fully adequate to the wants and requirements of the State. At the same time we must remember that a proper system is of slow growth—to be amended and developed according to the dictates of experience and the state of our available resources. In this connection I respectfully call to your attention the necessity of utilizing, in some manner, the magnificent school fund of our State, and of placing it in such condition that an annual revenue may arise therefrom, sufficient for all practical purposes, without the necessity of resorting to taxation.

The demand for education in our State is urgent and pressing, and we should begin to utilize every source of revenue in our reach for this purpose.

The children of the present generation are as much entitled to the benefits of public education as those who may come after them, and I can not see the practical wisdom of keeping the almost entire school fund of the State locked up and lying dormant in unproductive lands, many thousands of acres of which are in settled counties, retarding each day their settled growth and development.

These lands are of three classes, to-wit: First, university lands; second, the alternate sections of the public domain; and, third, the school lands belonging, at least originally, to the several counties.

As to the power of control and disposal of the first two classes by the State, there can be no question; with regard to the third class, there would seem to be some doubt.

I recommend to your honorable bodies a critical examination of the latter question, and what authority, if any, the State can constitutionally exercise over this species of property. If the control thereof remains with the State, then I recommend that some system be devised for the gradual sale of this class of lands to actual settlers only, for full value, upon long time, and upon proper interest, payable annually.

Provision should be made for the proper investment of the principal as paid in, and the application of the interest in such manner as may be legal and proper.

One of the greatest and most pressing wants which, more than any other, impedes the successful operation of our free school system, is a sufficient number of educated and trained teachers. Without these no system of public education can be a success. I earnestly recommend, in view of the urgent necessity, that your honorable bodies take measures looking to the early establishment, upon a liberal scale, of a normal school for the education and training of teachers to conduct and carry on our common free schools.

It is believed that an institution of this character is absolutely necessary to a successful prosecution of a gener-



al system of free schools, and that they are to be found in every State where such a system has attained any degree of excellence.

#### THE AMERICAN STYLE OF CASTLES.

**C**ASTLES abound in Europe; castles here, there and everywhere; maller and larger; strong, or gone to ruins; castles on lofty cliffs, and castles by the sea.

The one fervent wish of every free-man, with all the fire and fervor of his soul, is, "Down with every castle where tyranny lurks, where cruelty and rapacity kennel, where the rights of man are endangered!"

Once they were the glory of the robber-barons, who made them eyries of rapine and ravage, whence they pounced down on all the country that lay below for many a mile and league around.

But now they are mostly dismantled wrecks, or transformed into stately halls, where song and dance, paintings, sculptures, books and luxurious array delight every sense and satiate every want of body or of mind.

Europe built castles; we build school-houses. The noble was robber of hundreds to gain the wealth that backed up his castle and bound together his retainers. The builders of school-houses are of the people and labor for the people. The castle was a harbor and refuge for the lawless, murderous, drunken and dissolute, the vilest of the age, whether born noble or his lowest menial and vassal. The school-house is like the temple of Jehovah, at Jerusalem, for it would see the money-swindlers, the unjust, the cruel, the lawless, the blood-thirsty elements all cast out; it would cleanse, enlighten, fortify and ennoble the manhood of all its scholars, in all the years of its beneficent power, for coming generations.

The castles meant war—war in the confiscated estates on which they were built; war, in the ill-paid or unpaid labor that squared, fitted and piled their mighty walls and high towers; war, against all assailants, or even all neighbors; eternal and destructive war, till the gates and ramparts crumbled down in utter dilapidation, stone from stone.

But our school-houses mean peace with its heavenly victories, the conquest of ignorance, of appetite, of passion, and of vice. If "the laws are silent amid the clash of arms," the laws are eloquent and powerful amidst the pursuits of industry, virtue and knowledge.

Yet our school-houses may well be named castles. They are the castles of civil and religious liberty; castles terrible to the hordes of purblind ignorance; castles impregnable and deadly to the schemes of crafty demagogues; castles where the millions of Young America, sons and daughters of parents from every clime under the whole heaven, are armed, are trained, are inspired, or banded together with one mighty and all-conquering enthusiasm. There they rally. Thence they sally, year by year,

hosts on hosts, glorious for good citizenship and all its prowess, terrible only to the covert foes who lurk in ambush as traitors to constitutional liberty and would-be assassins of public education.

These castles of popular welfare and civil rights must stand strong. Multiply them in all needed parts. Fortify them on old battle grounds. In the prophetic spirit of Jefferson's words: "Eternal vigilance is the price of liberty." Or, adopting the words of Gen. Dix, "If any man attempts to haul down the American flag [of public education], shoot him on the spot," as a wilier and a viler traitor than any other.

Mighty bulwarks of Freedom, citadels in which are accumulated the richest treasures of our Republic, the very jewels and diamonds unspeakably dear to countless loving parents, the public school-houses in our large cities are more solemn and precious than the churches, as more for all classes, the high and the low, the rich and the poor, and embody the brightest hopes of our country for all the future.

#### AN EVIL AND ITS REMEDY.

**L**ETTERS pour in upon us from all sections of the West and South, from both teachers and school officers, stating that, owing to the large amount of delinquent taxes, they are unable to collect money enough to meet their obligations, and in many cases they have had to discontinue the schools. Not only this, but teachers have been turned out in mid-winter without money, and without employment. We put it mildly when we say, "these things ought not to be."

We called attention to this matter last season, in a series of articles. We not only urged action on the part of those interested, but we pointed out a way to remedy the evil. Our teachers must be paid.

They earn their money. If they do not, they should be dismissed at once. Provision must be made by the school directors and trustees to meet all obligations promptly. The law is specific and plain. The property of the State must educate the children of the State. Non-residents who own property must be taxed to pay for the improvements made—to pay for schools, to pay for bridges, to pay for court-houses and to maintain civil order.

These questions ought to be met fairly and squarely. How much money do you need in your district for 1874-5—to pay teachers, to discharge previous indebtedness, to keep school-houses in repair, for fuel, for desks, for apparatus?

These items should all be talked over and ample provision made to meet all these contingencies. Has it been done? If not, can it not be done now?

Of course, every necessary item should be included to defray the legitimate expenses of the school, and to pay any and all previous indebtedness, but let us urge again upon school officers and teachers to see to it that

liberal estimates be made for teachers' salaries. We must have better teachers, and if you wish to secure good teachers, you must pay them liberally and punctually. Our teachers should be paid promptly at the end of each month in the country as they are in the cities.

It can be done, and ought to be done. Let us remedy the evil in the future by making estimates in time, and in amount, sufficient to cover all delinquencies.

#### WANTED, COMPETENT TEACHERS.

**M**R. GEORGE T. MURPHY, the efficient County Superintendent of Schools in St. Louis county, in his annual report to the State Superintendent, says the most difficult duty devolving on him as superintendent, and the work in which he has advanced the educational interests of the county most, is in the selection of experienced and professional teachers only out of the great number applying to him for certificates. This onerous duty is often made more unpleasant by citizens and school officers who second the applications of individuals who would be dear if they cost nothing. The overplus of incompetent teachers forced him to refuse to renew many of the certificates issued by his predecessors, and now every applicant must pass an examination, partly written and partly oral, and must make a general average of no less than fifty per cent. Superintendent Murphy announces his intention of persisting in selecting only the very best material, a course, he remarks, which has redounded in universal good.

It is no longer a question whether we can afford to have a Superintendent of Public Schools, but how long we can afford to be without one. Superintendent Murphy expresses the hope that the Legislature, instead of abolishing the office of County Superintendent of Public Schools, will retain it as an indispensable part of the system of public schools, and will offer an adequate salary to the position. In conclusion are quoted the words of Hon. Newton Bateman, State Superintendent of Illinois Schools, in speaking of the abolition of the office in that State: "If honest objections to the office of County Superintendent of Public Schools should result in its abolishment, we soon should have all the offices of our county abolished. County treasurers have proved defaulters; judges of courts and sheriffs have been bribed; legislatures have been bought; corruption is charged to representatives, senators and presidents, and incompetency to some persons in every office. But who says abolish all the offices to remedy the evil? The evils are chargeable to the people who have placed improper men in responsible positions, rather than the laws that create offices that are necessary to the safety, growth and development and prosperity of a government." If the right arm of the public school system is stricken down, it shall surely perish.

#### WOMEN AS COLLEGE PROFESSORS.

**T**HERE are now two young women recently elected to take charge of instructional departments in our higher institutions of learning—Miss Rice at Antioch College, Ohio, occupying the chair of mathematics in that institution, and Miss Mary Brice Read in the State University of Missouri, occupying that of German and French. It is said that in these institutions there are no more competent and successful instructors than these ladies, either in regard to inspiring zeal and enthusiasm, or maintaining the proper discipline of the class room. Both these ladies, after pursuing extensive courses of study at home, and after ample experience, went to Europe, in order to qualify themselves under the most celebrated teachers of the world for their positions, and they enter upon their work with the high ambition of showing to the world that women are capable of teaching something beyond the A. B. C.

#### Excursion Rates East.

We have assurances from the General Ticket Agent of one of the leading railroad lines from St. Louis to New York, that he expects to arrange for cheap excursion rates East for teachers this summer coming.

We expect to be able to secure these tickets for all teachers who bring a certificate from the county superintendent that they are in actual service.

The State Teachers' Association, at its last meeting, on motion of J. B. Merwin, appointed a committee of three, to confer with the general ticket agents of the various railroads running east from St. Louis, and if possible secure reduced rates of fare for teachers who design visiting the East during the summer vacation.

The following were appointed said committee: J. B. Merwin, editor of the *American Journal of Education*, of St. Louis, chairman; O. H. Fethers, A. F. Hamilton, St. Louis.

#### Circulate the Journal.

Let the people know what is being done and what needs to be done.

Terms, \$1 50 in advance.

Send in the names.

Don't forget to enclose postage stamp when you ask for information from this office.

Our bill for postage alone runs as high as *eighty dollars* some months. Glad to serve our friends at all times in anything that we can.

Send us *short* items in regard to the progress, needs and results of your schools.

These are read by the people, and a livelier interest in the work done by our teachers is created.

The education of the children is the great question. Let us press its importance at every point.

Our old friend Prof. W. N. Hanna, one of the best teachers in the West, assisted by Miss Ellen C. Clark, has taken charge of the Kenton, Tenn., Academy.

They will build up a good school in Kenton.

## Report of the State Superintendent.

The Eighth Annual Report by State Superintendent Monteith, is nearly ready for distribution, and we have the privilege of examining the advance sheets. The volume is neatly printed, contains about 300 pages, and is embellished with engravings of the State Normal Schools at Kirksville and Warrensburg, together with representations of the Cape Girardeau Public School, and the new Deaf and Dumb Asylum at Fulton. The Report contains the following:

## GENERAL STATISTICS.

POPULATION.	
Entire population of the State, according to census of 1870:	
White.....	1,603,146
Colored.....	118,071
Total.....	1,721,217
SCHOOL POPULATION:	
Between five and twenty-one years.	
White male.....	343,540
White female.....	324,034
Total white.....	667,574
Colored male.....	30,591
Colored female.....	17,652
Total colored.....	48,243
Total in 1873.....	705,817
Reported in 1872.....	673,493
Increase.....	32,324
Whole number between the ages of five and sixteen.....	485,240
PUBLIC SCHOOLS.	
Whole number 1873.....	7,829
Whole number 1872.....	7,221
Increase.....	608
Whole number white schools, 1873.....	7,547
Whole number white schools, 1872.....	6,994
Increase.....	553
Whole number colored schools, 1873.....	282
Whole number colored schools, 1872.....	227
Increase.....	55
PRIVATE SCHOOLS.	
Whole number in 1873.....	661
NORMAL SCHOOLS.	
Whole number in 1873.....	5
State University.....	1
SUB-DISTRICTS.	
Whole number 1873.....	7,483
Whole number 1872.....	7,109
Increase.....	284
SCHOOL ATTENDANCE.	
Enrolled in 1873:	
Males.....	194,296
Females.....	177,174
Total.....	371,440
Enrolled in 1872.....	389,936
Decrease.....	18,516
Enrollment of private schools reported.....	30,525
Estimated and unreported.....	13,000
Total enrollment private schools.....	32,525
Total enrollment for State, including public and private schools.....	404,965
Enrolled in University, and normal schools.....	1,292
Daily average attendance, 1873.....	210,092
Daily average attendance, 1872.....	208,880
Increase.....	1,812
TEACHERS.	
Whole number in 1873.....	9,676
Whole number in 1872.....	8,802
Increase.....	874
Whole number male, 1873.....	6,281
Whole number male, 1872.....	5,736
Increase.....	545
Whole number female, 1873.....	3,395
Whole number female, 1872.....	3,106
Increase.....	289
Average monthly wages, 1873:	
Male.....	\$39 87
Female.....	30 36
Average monthly wages, 1872:	
Male.....	42 50
Female.....	31 30
Decrease, male.....	2 03
Decrease, female.....	1 14
SCHOOL HOUSES.	
Whole number brick.....	434
Whole number frame.....	4,636
Whole number log.....	2,164
Total in 1873.....	7,234
Total in 1872.....	6,908
Increase.....	616

## FINANCIAL STATEMENT.

RECEIPTS.	
Income from State fund, including 25 per ct. State revenue.....	\$332,461
From county fund.....	181,546
From township fund.....	187,222

Total income from funds reported.....	\$621,220
Income from taxation.....	1,496,433
Total receipts reported.....	2,117,653
State fund apportioned, not accounted for.....	\$99,415
Other moneys unaccounted for.....	379,894
Total funds not accounted for.....	479,309
DISBURSEMENTS.	
Teachers' wages.....	\$1,125,605
Building school-houses and purchase of grounds.....	295,026
Rent of rooms and repairs.....	84,513
Fuel and contingencies.....	67,387
Furniture and apparatus.....	65,822
Total expenditures.....	1,638,353
Balance unaccounted for.....	479,309
Total amount.....	\$2,117,662
VALUATION OF PROPERTY.	
Houses and grounds.....	\$4,188,337
Furniture.....	310,304
Total.....	\$4,498,641
Valuation St. Louis property.....	2,275,865
Total val. for the State.....	\$6,774,506

## COST OF EDUCATION FOR 1873.

Cost per scholar, based on enumeration.....	\$3 00
Cost per scholar, based on attendance or enrollment.....	5 70

Upon the presumption that the school law will receive the early attention of the Assembly, Mr. Monteith gives the first place to the consideration of such changes as will best meet the popular sentiment, and at the same time not impair the efficiency of the system. He recommends, under all the circumstances, the abolition of the township clerk, and the substitution of the county treasurer to disburse and act as custodian of school moneys. Under protest, he recommends the substitution of a county school commissioner, elected by the district meetings, and performing, beside the duties of county examiner, many duties now devolved upon the county clerk, as a better substitute for the county superintendency than the office proposed by the present House bill, which places the appointment of an examiner in the hands of the county court. The Superintendent thinks, however, that the efficiency of the system requires the extension of the powers of the present county superintendency, and proposes the substitution of commissioners, only as a *dernier* resort.

The Report proceeds with a review of the work done by the office during the year 1873; a chapter on Teachers' Institutes and how to conduct them; school officers' meetings; a review of the State University, and of each of the State Normal Schools, including a detailed narrative of the location of the south east Normal School. Colored schools receive their due share of attention, and the main points in favor of a generous county supervision are earnestly urged.

Under the heading of "Teachers," an interesting table is given showing the number of teachers in a dozen different States, their sex, average wages, and the per centum of female teachers in each State. In this connection we notice that the per cent. of female teachers in Massachusetts is 87, in Illinois 56, in Kansas 54, and in Missouri 35.

Our limits will only permit us to mention the sub-heads of the remainder of the report, viz: Country schools and teachers; examination of teachers; scope of the public school system; shall the schools teach religion; objections to secular schools; shall the schools teach morality; shall the State

support high schools; shall the schools teach the German language; reform school; industrial schools; school discipline; State Teachers' Association; school houses and compulsory education. The reports from cities and towns are very complete. County superintendents send unusually excellent letters and the tables embrace a larger variety of statistics than those of any previous report.

Altogether, the Eighth Annual Report is a decided improvement upon any of its predecessors, and will prove a valuable document for general distribution.

## A GRAND SUCCESS.

THE North Missouri Normal School, located at Kirksville, has become a great power in the State for good.

Over six hundred names are now enrolled as students.

It has been our custom for years to visit institutions of this kind from Massachusetts to Kansas, but it has never been our pleasure to look upon a more united, hard-working, enthusiastic set of young men and women than we met in the various classes, at the Normal School in Kirksville, during a recent visit there.

Prof. Baldwin and his able corps of assistants have discovered and applied a secret in training students, which many normal schools in the older States might copy with profit. The pupils study hard and carefully, and there seems to be a determination to master the subject or topic in hand; they grasp it with such vigor and earnestness that every faculty of the mind kindles into a glow when they come into the class-room.

The pupils and their teachers are magnetized and inspired with this enthusiasm.

People who visit the institution from all parts of Missouri, Iowa, Illinois and other States mark and comment upon this spirit, until the fame of this school has gone abroad into other States, and its students are sought for as far west as California and as far south as Texas, Louisiana and Georgia. What is more, they carry this fire of energy and enthusiasm with them, and so illuminate other States and peoples with their culture and spirit.

The training is very thorough, too, so thorough, in fact, that those who are over-anxious to enter upon the duties and responsibilities of their profession feel sometimes that a shorter course will do for them.

It might do for a few, in particular instances, perhaps, but there is a growing demand for more competent teachers, and this demand must be met.

The Principal and his assistants are jealous of the reputation of this school.

They ought to be.

They are proud of it. Well they may be! But while the pressure is so great from without for thoroughly trained teachers, and the State needs them so much, it is a question which

must be considered by the Faculty and the Board of Regents, whether a shorter course may not be adopted and still graduate classes with full honors.

Arrangements are being made for short and special courses of instruction, which will be a great help and be very popular; but students must remember that *real culture* is a plant of slow growth, and hot-house forced plants are not apt to stand the storms and tests of hard seasons.

These *dry* and hard seasons, we fear, will have to be encountered yet for a time in the west, and it is better to thoroughly prepare for them.

We visited nearly every room in the building. The school is most admirably conducted and arranged. The heating, ventilation, and the seating, with the "Patent Gothic Triumph Folding Desk," is complete. We advise all who are skeptical as to whether the present Faculty are "competent," or who doubt the feasibility and practicability of normal school training, or who are fearful of the results of the co-education of the sexes, we advise all such to visit and thoroughly examine this institution. The government is purely self-government. Students are at once, upon entering the school, put upon their own innate sense of propriety, and if there is any lack in this direction, the public sentiment pervading the school is strong enough to develop it; and they grow strong in manhood and womanhood by daily practice in these elements and by contact with those who have learned the secret of self-government.

To say that this State already feels the beneficial influence of this school, is saying but a part of the truth.

Its graduates are filling many of the best positions as teachers in our graded and high schools all through the west and south. Those who know best, and who are best qualified to judge of the important work which has already been accomplished, and of the work now being done, giving, as it does, rich promise of future results—say, as they have a right to say, to all mere intermeddlers for sinister and unrighteous ends—"hands off." And the people, too, who have learned to respect and appreciate the work done by Prof. Baldwin, respond with an emphatic "Amen!"

The school needs a larger library of reference books. The few they have are well used. It needs a miscellaneous library, also, more chemical and philosophical apparatus, a mineral cabinet—but these will come in time. There is already a commencement in all these directions, and as the graduates go out and mingle with the people they will induce intelligent, liberal minded men to not only legislate wisely and generously, but to donate books, specimens and money to enable the school not only to realize the far-sighted, heroic faith of its founder, but to train and educate all to a wise citizenship worthy a great people.

Subscribe for the JOURNAL, \$1.50 per year in advance.



## Kansas.

**TEACHERS** in Kansas, before they can obtain a State certificate, First—Must have had five years experience in teaching.

Second—Must have taught two years in the State.

Third—Must produce testimonials from reputable persons to whom they are well known, in regard to temper, manners, character and professional standing.

Fourth—Must possess the attainments and professional skill requisite for organizing, superintending and instructing a high school—said attainment and skill to be evidenced by a satisfactory examination, chiefly written, and partially oral, in the following branches:

*Examination for State Diploma.*

1. English Grammar; including Orthography, Parsing, Analysis, Pronunciation, Composition, &c.

2. Geography; Descriptive, Political, Physical, Mathematical; also, Map drawing.

3. Arithmetic.

4. Reading.

5. Algebra; including Progression Series, Permutations, Combinations, Higher Equations and Logarithms.

6. Geometry; Plane and Solid, with Trigonometry, including Mensuration of Triangles, Parallelograms, Circles, Regular Polygons, Pyramid, Cone and Sphere.

7. Elementary Natural Philosophy; including Light, Heat, Sound and Electricity, with construction and explanation of mechanical powers, pump, etc., and methods of precise measurement of times, weights, lines, angles, surface, volumes.

8. Descriptive Astronomy.

9. Drawing.

10. United States History.

11. United States Constitution.

12. Physiology.

13. Botany.

14. Elements of Chemistry.

15. Theory and Practice of Teaching.

16. Latin; Grammar, Reader, Cæsar, Virgil and Composition.

*Qualifications for Five Years' Certificate.*

Candidates for a five years' certificate—

First—Must have had three years' experience in teaching.

Second—Must have taught one year in the State.

Third—Must produce testimonials from reputable persons to whom they are well known, in regard to temper, manners, character and professional standing.

Fourth—Must possess the attainments and professional skill requisite for organizing, superintending and instructing a Grammar School—said attainments and skill to be evidenced by a satisfactory examination, chiefly written, and partly oral, in the following branches:

*Examination for Five Years' Certificate.*

1. English Grammar.

2. Geography.

3. Arithmetic.

4. Algebra; through Quadratics, Arithmetical, Geometrical and Harmonical Progressions.

5. Reading.

6. Geometry; Plane and Solid, including Mensuration of Triangles, Parallelograms, Circles and Polygons.

7. Elementary Natural Philosophy.

8. Drawing.

9. United States History.

10. Botany.

11. Physiology.

12. Theory and Practice of Teaching.

## IOWA.

Editor American Journal of Education:

**Y**OUR valuable paper finds its way regularly to the writer, and is welcomed as a real help. Your articles on the county superintendency question are very timely for us in Iowa, and are deserving the attention of our legislators. The whole State is just now thoroughly aroused on this question, and great fears are entertained lest the best interests of the schools of Iowa may be sacrificed through unwise legislation on the subject. The enemies of the office are residents of the larger towns and cities, and I think their opposition is prompted by self-interest. They all maintain a city superintendent, at a cost, say from one thousand to twenty-five hundred dollars per year, and they claim it absolutely essential to their case, that he be required to be constantly looking after the different grades of their schools, and not spend time in teaching. They claim the county superintendent is of no use to them, consequently the office ought to be abolished, that it is of no use to the people. Why, then, maintain a city superintendent at so great an expense? The usual salary of a county superintendent in Iowa is from eight to ten hundred dollars a year. The duties of his office compel him to keep a good horse and buggy and to visit all the schools in the county twice a year, and devote half a day to each school. He is compelled to be absent from home nearly all the time, and not unfrequently incurs the enmity of unsuccessful applicants for "certificates to teach." These, with many other disagreeable features of the office, make it an undesirable situation for a man of superior attainments to accept; but let our legislators make the office as lucrative as its importance demands, and it will then be sought after by those who will perform its duties in such a manner that it will no longer be claimed that it is a useless office; but on the contrary, the competent man will command respect and create a new interest in our schools and repay the investment and 100 per cent. interest.

There is much I would like to say on this question, but I fear it will be too late to reach the ears of those most interested to be effective; but let it be remembered that I, with the AMERICAN JOURNAL OF EDUCATION, have

put myself on record in favor of sustaining the county superintendency.

More anon.

J. E. B.

Marshalltown, Iowa, March 20, 1874.

## TENNESSEE.

A good showing is made for the public school interest of Tennessee, by Col. Fleming, the able superintendent of that State. He says: "The system is organized in every county of the State, and a large majority of the counties have levied additional taxes for its support. The total white population within the scholastic age, from six to eighteen, is 324,039. The number of white children enrolled in the schools is 146,233. We thus find that over 45 per cent. of the total white scholastic population have entered the public schools—33,446 colored children have also entered the public schools, making the total number enrolled, 269,679.

The schools have been retarded in their progress by the peculiar difficulties which always attend a first organization, inexperience in management, temporary want of funds from delay in the collection of taxes, lack of suitable school buildings, placing school terms at unsuitable seasons of the year, and perhaps some necessary provisions omitted in the law; all these things have presented annoying questions, and may, to some extent, have diminished the full usefulness of the schools, but their general success has been so far a source of congratulation to all friends of education, and has demonstrated their present economy and usefulness, and points unmistakably to the perfection they are destined to attain.

Send us items of interest, in regard to school officers in your neighborhood, for the JOURNAL, and send us \$1.50 for your subscription, and the same for some friend. It will pay.

## BOOK NOTICES.

SEVEN HISTORIC AGES, or Talks about Kings, Queens and Barbarians, by Arthur Gilman, M. A. New York: Hurd & Houghton, 1874. For sale by Book and News Co.

In this little volume Mr. Gilman has served up the essence of the great historic epochs for the palate of young folks. The critical periods of Greek and Roman history, of the dark ages, the Reformation, the discovery of America, England and France are treated in such a way as to render them highly attractive. The author, Mr. Gilman, has in this work added to his well earned fame. His volumes entitled "First Steps in English Literature" and "First Steps in History" have done for those themes what the present one undertakes for the seven grand epochs in world-history.

The book is for sale by Gray, Baker & Co. Price \$1.

MEMOIR OF SAMUEL JOSEPH MAY. Boston: Roberts Brothers. 1874. For sale by Book and News Co.

This book records the life of one of the best men that America ever nurtured in her bosom. By all denominations, sects and political parties Rev. Samuel J. May was regarded with sincere respect, and his memory is loved to-day by all who knew him. His zeal in behalf of any work that tended to benefit the condition of his fellow-men entitles him to the name of phil-

anthropist. There was no affectation in him, such as too frequently accompanies professional philanthropy. Born in 1797, he lived to be 74 years of age. At his grave President White of Cornell University said of him: "Here lies before us all that was mortal of the best man, the most truly Christian man, I have ever known; the purest, the sweetest, the fullest of faith, hope and charity; the most like the Master." Mr. May was brother-in-law of A. Bronson Alcott, distinguished among the teachers' profession in this country, and the schools of Syracuse owe very much to his kind and wise care.

ESSAYS ON EDUCATIONAL REFORMERS, by Robert Herbert Quick. Cincinnati: Robert Clarke & Co. 1874. For sale by Book and News Co.

There has been considerable activity of late among educators, with a purpose to bring out in accessible form the writings of the greatest thinkers on the subject of education. The translation of Rosenkranz's *Pedagogics*, a work of priceless value, by Anna C. Brackett, has been alluded to in our columns. The work quoted above is another one of great merit. Mr. Quick, late master of the Surrey County School (England), informs us in his preface that he has used Raumer's *History of Pedagogics* chiefly in the compilation of his book. Schmidt's *Encyclopedia of Pedagogics* and Schmidt's *History of Pedagogics* are referred to in terms of great praise, but not more than is due. How long shall Americans have to wait before these two works become accessible in English translations?

The contents of Mr. Quick's book offer us the following attractive themes:

(1) Schools of the Jesuits minutely described in all their essential details—twenty pages; (2) Ascham, Montaigne, Ratich, Milton, twenty-two pages; (3) Comenius, twenty-four pages; (4) Locke, thirty pages; (5) Rousseau's *Emile*, forty-two pages; (6) Basedow and the Philanthropin, seventeen pages; (7) Pestalozzi, forty pages; (8) Jacotot, twenty-eight pages; (9) Herbert Spencer, twenty-seven pages; (10) Thoughts and Suggestions about teaching children, twenty-one pages; (11) Some Remarks about Moral and Religious Education, fourteen pages; (12) Appendix, twenty-three pages.

It is interesting to learn that Montaigne said: "We have not to train up a soul, nor yet a body, but a man; and we can not divide him." Ratich's maxims were: (1) "Everything after the order and course of nature;" (2) "One thing at a time;" (3) "One thing again and again repeated;" (4) "Nothing shall be learned by heart;" (5) "Uniformity in all things;" (6) "Knowledge of the thing itself must be given before that which refers to the thing;" (7) "Everything by experiment and analysis;" (8) "Everything without coercion." Ratich, it must be remembered, was born in 1571, a century and three-quarters before Pestalozzi. John Milton's lofty notions of what should constitute an education are described in his own words: "The scholars may proceed leisurely from the history of meteors, minerals, plants and living creatures, as far as anatomy." "They are to dive into the grounds of law and legal justice, delivered first and with best warrant by Moses, and, as far as human prudence can be trusted, in those extolled remains of Grecian lawgivers, Lycurgus, Solon, Zaleucus, Charondas, and thence to all the Roman edicts and tables, with their Justinian, and so down to Saxon and common laws of England and the statutes." "To set them right and firm in the knowledge of virtue and hatred of vice, their young and pliant affections are to be led through all the moral works of Plato, Xenophon,

Cicero, Plutarch and those Loerian remnants." "At some set hour they are to learn Hebrew, with the Chaldee and Syrian dialects, and they may have easily learned at any odd hour the Italian tongue!" No wonder that Milton added by way of remark: "This is not a bow for every man to shoot with, that calls himself a teacher."

Comenius, born twenty years after Ratich, held the following theory of education: "We live a three-fold life—a vegetative, animal and intellectual or spiritual. Of these, the first is perfect in the womb, the last in heaven. He is happy who comes with healthy body into the world, much more he who goes with healthy spirit out of it. According to the heavenly idea, man should (1) know all things; (2) should be master of all things and of himself; (3) should refer everything to God. So that within us Nature has implanted the seeds of (1) learning, (2) virtue and (3) piety. To bring these to maturity is the object of education. All men require education, and God has made children unfit for other employments, that they may have leisure to learn." Accordingly he would have the order of nature followed, and the things given before the words that refer to them; the language given before the grammatical rules that apply to it; the understanding of the subject before the expression and use of it. Everything should be taught first in a rudimentary outline; then more completely with examples and rules; finally with exceptions and anomalies. "Again, Nature does nothing *per saltum*, nor halts when she has begun; the whole course of studies should be arranged in strict order, so that the earlier studies prepare the way for the latter. Every year, every month, every day and hour even, should have its task marked out beforehand, and the plan should be rigidly carried out. Much loss is occasioned by absence of boys from school, and by changes in the instruction. Iron that might be wrought with one heating should not be allowed to get cold, and be heated over and over again." "Education should proceed in the following order: First educate the senses, then the memory, then the intellect; last of all, the critical faculty."

**SUB-TROPICAL RAMBLES** in the land of the Aphanapteryx. Personal experiences, adventures, and wanderings in and around the island of Mauritius. By Nicholas Pike. New York: Harper & Brothers. 1873. For sale by Book and News Co.

Mr. Pike, the United States consul at Port Louis, on the island of Mauritius, tells us in this interesting book the story of his visit to and residence on that "gem of the ocean." With a grand mountain scenery, under a tropical sky, with a landscape varied by waterfalls, caverns, wild forest lands and a wonderful vegetation, a life there could not but be a perpetual feast. Such, at least, our author found it. To a scientific man the contrasts with the phenomena of our northern latitudes furnish much food for speculation. Chapter II. contains a very able discussion of the theory of Cyclones.

**TECHNICAL EDUCATION: What It Is, and What American Public Schools Should Teach.** An essay based on an examination of the methods and results of technical education in Europe, as shown by official reports. By Charles B. Stetson. Boston: James E. Osgood & Co. 1874. For sale by Book and News Co.

The education required by a people is not a fixed quantity. That which is adequate for one generation or for one locality is not, necessarily, adequate for another generation or for another locality. It may be said in general that the education of a

people should always conform to their necessities. On this principle Mr. Stetson bases his demand for technical education. He calls attention to the fact that competition is no longer local, but has become world-wide. The farmer in Ohio has to offer his fleece of wool in a market where he meets the wool grower of Australia. The wheat from Minnesota has to compete with the wheat of California and the plains of the Danube. Manufactures are no longer few and rude, but highly finished, and demand skilled labor. Apprenticeship is a system well nigh obsolete, and in its place must come the technical school. How shall we get time in the common school for this new education, is a question which Mr. Stetson attempts to answer. He thinks that some of the present studies can be greatly abridged, but that none should be excluded. One-third of the time to spelling, less time to geographical details, or fewer lessons per week in arithmetic, geography and grammar would give the required time.

The bulk of the book is occupied with a presentation of statements regarding industry in foreign countries and the special means there found for technical education.

Scribner, Armstrong & Co., New York, have recently published:

*History of Philosophy*, by Heberweg; *History of the Reformation*, by Fisher; *Outline Study of Man*, by Hopkins.

The first is a library in itself. To the scholar it is as indispensable as an unabridged dictionary. The first volume presents the *Philosophy of Antiquity* and the *Philosophy of the Christian Era*. The second volume is a masterly presentation of *Modern Philosophy*, in its three epochs. The *History of the Reformation* is a production of far too great value to be dismissed with a paragraph. We may here promise our readers an early outline of this work.

We have not often read a book with deeper interest or greater profit than "The Outline Study of Man." By a system of diagrams and an admirable style, the most profound of all subjects is popularized.

"Morals and Manners," by Gow, published by Wilson, Hinkle & Co., is worthy of general circulation.

J. W. Schermerhorn & Co., New York, publishers of the *American Educational Monthly*, one of our best educational journals, publish the following excellent works:

"How to Teach," by Henry Kiddle; "Natural Philosophy," F. G. Johnson; "Rival Collections," by Martin Larkin; "Great Events of History," by W. F. Collier.

We have only had time to thoroughly examine the first. As a manual of methods, we regard this as the best published, so far as known to us, and can safely recommend it to all teachers. It is an admirable text-book for Normal schools.

*Scribner's Monthly* adds to its other attractions a story by M. Jules Verne, entitled "The Mysterious Island," the object of which is to show how a body of men, thrown helpless upon a desert island, may develop a living from purely scientific resources, without any convenient wreck to draw upon for the materials of life and comfort. The idea is as attractive as it is ingenious, and affords the author the finest opportunity for the display of his peculiar gifts and acquirements. The story will be profusely illustrated from the original plates, and issued simultaneously with its appearance in Paris.

The first number of the *Tennessee School Journal* has been received, and we take pleasure in commending it to the attention of teachers and school officer. It is well gotten up typographically, and the editorial, contributed and selected matter is all practical and interesting. Each number, if equal to the first, will be worth to any teacher and school officer many times the cost of the Journal for a year. Published by Tavis, Eastman & Howell, Nashville, Tenn.

#### The South Missouri Normal School.

We are glad to learn from a private note from Prof. James Johnnot, Principal of the South Missouri Normal School at Warrensburg, that "the school continues full." He says "We shall have an average attendance of three hundred for our three terms, exclusive of the Model School. We have many more than we can accommodate. I am getting out a revised course of study, which I think you will like, as it contains many features embodying the results of modern thought, and will send you a copy."

THE North Missouri Normal School at Kirksville has already enrolled over six hundred students for the present term.

#### Books Received.

Harper & Brothers have just published and send us through the Book & News Company:

PHINEAS REDUX. A Novel. By Anthony Trollope. Illustrated. Paper, \$1 25; Cloth, \$1 75.

PET; or, Pastimes and Penalties. By the Rev. H. R. Haweis, author of "Music and Morals." With fifty illustrations. Cloth, \$1 50.

"SHIP AHoy!" A Yarn in Thirty-six Cable Lengths. Illustrated by Wallis Mackay and Frederick Waddy. Paper, 50 cents.

LOTTIE DARLING. A Novel. By John Cordy Jeaffreson, author of "Isabel," "Not Dead Yet," "Live it Down," "Olive Blake's Good Work," &c. Paper, 75 cents.

THE PARISIANS. A Novel. By Edward Bulwer, Lord Lytton, author of "The Coming Race," "Kenelm Chillingly," "A Strange Story," "The Caxtons," "My Novel," &c. With illustrations by Sydney Hall. Cloth, \$1 50; Paper, \$1.

AMONG OUR SAILORS. By J. Grey Jewell, M. D., late United States Consul, Singapore. With an Appendix containing Extracts from the Laws and Consular Regulations governing the United States Merchant Service. Cloth, \$1 50.

BARNES'S NOTES ON THE HEBREWS. Notes, Explanatory and Practical, on the Epistle to the Hebrews. By Albert Barnes. Revised Edition. Cloth, \$1 50.

Roberts Brothers, Boston, send us, through Gray, Baker & Co.:

THORPE REGIS. A Novel. Price \$1 50.

LAOCOON. An Essay upon the Limits of Painting and Poetry. By Gothold Ephron Lessing. Price \$1 50.

RECORD OF MR. ALCOTT'S SCHOOL. Exemplifying the Principles and Methods of Moral Culture. Third Edition. Price \$1 50.

We have received the Atlantic Monthly, Lippincott's Magazine, Old and New, Scribner's, St. Nicholas, Littell's Living Age, Every Saturday, Appleton's Journal, Popular Science Monthly, The Methodist, Christian Union.

Show this number of the JOURNAL to your friends, and get their names as subscribers, and send them with your own for 1874. Terms \$1.50 per year in advance.

#### Missouri, Kansas & Texas Railway.

The completion of the great iron bridge over the Missouri river at Boonville, enables this popular line to offer still better facilities for the business between the Northeast and the great Southwest.

Two daily trains will be run between Hannibal and points in the great Neosho valley, in direct connection with all lines. Also, two daily trains between St. Louis and points in Southern Kansas.

For the Texas trade, new and better facilities are offered. The rates have been greatly reduced, and arrangements have been made whereby through Pullman Palace sleeping cars are run from Chicago, Quincy, Hannibal and St. Louis, to Galveston, without change, passing through the finest portion of Southwest Missouri, Southern Kansas, the Indian Nation, and the most desirable portion of Texas.

Any one contemplating a trip to Southern Kansas, the Indian Nation, or Texas, should address Thomas Dorwin, general passenger agent, Sedalia, Mo., for a correct map, with time tables, rates of fare, &c.

#### College Catalogues.

Nothing adds more to the reputation of a college or other institution of learning, than a well-arranged, handsomely-printed catalogue. Messrs. Barnes & Beynon, Printers, at 215 Pine Street, whose card will be found in another column, have shown us some specimens of work of this description, which equal any we have ever seen, east or west. School officers will find it to their advantage to correspond with them.

#### A Fact Worth Knowing.

Horace, referring to education, says, "unless your cask is clean, whatever you pour into it turns out sour," and in order to learn or study well, it is necessary to be in good health, the stomach must be cleansed. This can be accomplished by Maguire's Cundurango Bitters, which keep the liver, blood, kidneys and bowels in good condition. It contains no alcohol, and is a powerful preventive as well as curative of disease.

#### A Good Samaritan.

Flesh is heir to many ills, aches and pains. We do not understand, or teach as we ought to, yet, the laws of health in our schools. But few know how to take care of a bruise or a cut, or to relieve pain. So we turn from our own weakness and ignorance to those who bring us, or our friend relief, and look to them as a sort of a good Samaritan.

When a friend who had thoroughly tested it, told us of the wonderful curative properties of "Merchant's Gargling Oil," we supposed it was a mere nostrum, like thousands of others, gotten up to "sell."

We find we were mistaken. We know the ingredients—the combinations, and more and more as the years go by and the people learn, *by use*, the properties of this medicine, for both man and beast, they will come to hail Mr. John Hodge, the secretary of this company, as the "good Samaritan" of modern times. He is introducing this oil everywhere. We do not hesitate, from what we have seen of the curative properties of "Merchant's Gargling Oil," and from what we know of the ingredients which enter into its composition, to commend it as one of the very best family medicines extant.

PERRY DAVIS' PAIN KILLER is an indispensable remedy in every family. It can and should be used by the inexperienced, and then it will be sure to be used afterward, as it never fails to afford instant and in most cases permanent relief.



**THE Aerated Bread and Cracknells** of L. C. Robinson & Co. is highly recommended by the leading physicians of St. Louis, and all who have used it. It is free from all impurities, and it is especially recommended to invalids.

Try "Leopold" Pure *Uncolored Green Tea*. It is a new thing. See our advertisement on first page.

#### Our Teachers' Bureau.

Those desiring teachers are requested to state—

- 1st, Salary paid per month.
- 2d, Length of school term.
- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age.
- 2d, How much experience they have had in teaching.
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *two dollars in advance*, for inserting their application.

#### TEACHERS WANTING SITUATIONS.

246. A gentleman (who is a graduate of a Normal School in Germany, and a University in the United States) with some years experience as a teacher, desires a position in a good school.

The regular subscription price of the *American Journal of Education* is \$1.50 per year, invariably *in advance*. We stop all papers when the term for which they have been paid for expires. We have no club rates. See our premium lists.

#### Special Notices.

##### Go West Through St. Louis.

To all who are seeking new homes in or are about to take a trip to Missouri, Kansas, Colorado, New Mexico, Nebraska, Oregon or California, we recommend a cheap, safe, quick and direct route by way of St. Louis, over the Missouri Pacific Through Line. It is equipped with fine Day Coaches, Buck's Reclining Chair Cars, Pullman's Palace Sleepers, the famous Miller Safety Platform, and the celebrated Westinghouse Air-Brake, and runs its trains from St. Louis to principal points in the West, *without change*. We believe that the Missouri Pacific Through Line has the best track of any road west of the Mississippi river, and with its superior equipment and unrivalled comforts for passengers, has become the great popular thoroughfare between the East and West. Trains from the North, South and East connect at St. Louis with trains of the Missouri Pacific. The Texas connection of this road is now completed, and passengers are offered a first-class all-rail route from St. Louis to Texas, either over the Missouri, Kansas & Texas Railroad, via Sedalia, or over the Atlantic & Pacific Railroad, via Vinita. For maps, time-table, information as to rates, routes, etc., address E. A. Ford, General Passenger Agent, St. Louis, Mo. Questions will be cheerfully and promptly answered.

ATTENTION is requested to that old and reliable Institution Jones Commercial and Telegraph College, St. Louis, Missouri. It is not too much to say that thousands of the successful business men and merchants of St. Louis and the West are graduates of it. It is a full course business college, where students are in the shortest possible time practically qualified for business

pursuits. Why should not the young men from the country prepare for a successful business career when a little time and money will accomplish the end? See advertisement in another column.

**KANSAS PACIFIC RAILWAY.**—This favorite line extends from Kansas City and Leavenworth through the fertile State of Kansas to Denver, in Colorado, 639 miles. Rare opportunities are offered to the public for homes in a section of country unsurpassed for productiveness and healthfulness.

The State Capitol, State University and State Agricultural College are located along its line, and the general educational facilities are unequalled. The reputation of Kansas is unsurpassed as an agricultural State. By referring to the United States agricultural reports, it will be seen that Kansas had a greater average yield to the acre of the cereals than any other State, and at the great fruit fairs held at Philadelphia, Richmond, Boston and Albany, Kansas took the first premiums for the finest display of fruits. For the pleasure traveler or invalid, a varied and charming landscape is presented; and the delightful air of Colorado, and the celebrated warm and hot soda springs near Denver, give renewed life to the weary and restore health to the sick. Don't fail to take a trip over the Kansas Pacific Railway, and if you want a good home settle along its line.

#### COMMENDABLE.

In these days of Railroad monopolies it is so seldom we see anything really generous on the part of Railroads that we can not pass unnoticed the liberal policy adopted by the management of the "Old Reliable" Hannibal and St. Joseph R. R.

This Company has recently placed on sale at all Stations on its line, excursion or round trip tickets to any other Station on the line, at twenty per cent. discount from regular rates.

This liberality on the part of the new management cannot fail to make the "Old Reliable" still more popular with the traveling public.

The large increase in through travel over this "Favorite Route" during the past year is truly encouraging, and is due perhaps to the fact that the road is so well equipped and so well managed; having been the first road in the State, and we might almost say in the West, to adopt the Miller Patent Platform and Westinghouse Patent Brakes, and many other valuable inventions, conducive to the safety and comfort of its patrons; and being the "short line" between the East and West, enables through passengers to make much quicker time than by circuitous routes.

The "Old Reliable" already enjoys an enviable reputation as being the Great Through Passenger Route between the East and West; and with its generous and careful management we predict for it still greater popularity.

**CHAFFEE'S WRITING SPELLER**—is the best thing ever used for teaching spelling. It is a nice and conveniently arranged blank book, in which children can write their spelling lessons, instead of spelling them orally, and will contain 1,280 words. Sold by W. G. Chaffee, Oswego, N. Y., for 50 cents per dozen, postpaid. A liberal discount on orders of 500 or 1,000. Specimen copy sent free on receipt of two three-cent stamps; 2 copies 10c, 3 copies 15c, 6 copies 25c. Send money with order to W. G. CHAFFEE, Oswego, N. Y.

WANTED.—Picture agents everywhere—13,500 retailed by one. Write Whitney & Co., Norwich, Conn.

#### The Public Endorse It.

The efforts of the managers of the St. Louis, Kansas City & Northern Short Line to meet the requirements of the traveling public have resulted in a large increase in through passenger business, which has kept up admirably, notwithstanding the dull times, mainly attributable to the extensive improvements made in the last two years, costing over two millions of dollars. The Company is now running five of those magnificent day coaches, fitted with Buck's reclining and adjustable chairs, and dressing rooms with every desirable toilet convenience, WITHOUT ANY EXTRA CHARGE. Ten more of these superb coaches, to supplant the ordinary cars, are in course of construction, each of which will be finer than the preceding ones. Great attention is given to safety, the coaches being provided with Blackstone's platform and couples, to prevent telescoping and oscillation. Watchmen patrol the line day and night, before and after the passage of each train, to see that everything is in good order. This system of watchmen gives this road extraordinary exemption from accidents, and especially from the fact that the impaired iron has been replaced this season by the best quality of new steel rails, laid on broad, new ties. This road continues to run six fast express trains, two more than any other road between the Missouri and Mississippi Rivers. Any ticket agent selling through tickets to the East, North or South, sells tickets over this excellent road. For map, circulars and time tables, address P. B. Groat, St. Louis, Mo.

FOR FINE BOOTS AND SHOES or to have them made to measure, go direct to the retail department of Brolaski & Co.'s Shoe Factory, No. 414 Market st., up one short flight of steps. Boots footed, and all kinds of repairing done.

**PLANTS BY MAIL.**—Storrs, Harrison & Co., of Painesville, Ohio, make a specialty of forwarding plants by mail from their extensive greenhouses, and their large trade in this line, extending from Maine to California, evinces their thorough and satisfactory manner of doing business. They send a beautiful catalogue of 60 pages free.

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**GUARANTEED USING OUR**  
**WELL AUGER AND DRILL.**  
**IN GOOD TERRITORY.**

**\$500 REWARD!** Will be paid to any person who will inform us of a business that pays as well as the one we offer. We will pay \$500 to any person who will inform us of a business that pays as well as the one we offer. We will pay \$500 to any person who will inform us of a business that pays as well as the one we offer.

We, the undersigned, know of the reputation and merits of the Jilz Patent Well Auger, and recommend it to the public as one of the most important, useful, and practical inventions of the age, and we feel that a man can make twenty-five dollars per day, clear of expenses!

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4th. ALLEN'S LUNG BALSAM will cure that terrible disease, Consumption, when all other remedies fail.

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Omaha Night Mail.....†10:45 p m ‡6:30 p m

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St. Charles and Elgin Acc.....\*5:15 p m \*8:45 a m

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Maywood Passenger.....\*7:30 a m \*9:15 a m

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Elmhurst Passenger.....\*12:00 m \*1:45 p m

Rockford and Fox River.....\*4:00 p m \*10:45 a m

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and 7:00 p m

Lombard Passenger.....\*6:30 p m \*6:50 a m

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Milwaukee Ex.....\*8:00 a m \*10:30 a m

Milwaukee Express.....\*9:30 a m \*4:00 p m

Afternoon Express.....\*5:00 p m \*7:30 p m

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Highland Park Passenger.....\*6:30 p m \*7:30 a m

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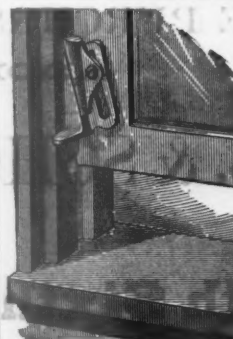
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